



































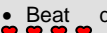

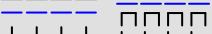

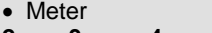

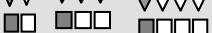
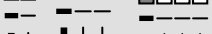
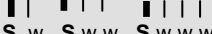
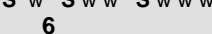


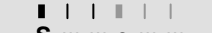
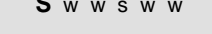






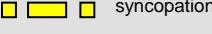
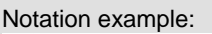
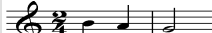
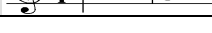

























Sixth - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
		Experience simple harmonic accompaniments using 2 and 3 chords  CD2 #16 Oh, How Lovely is the Evening First time through has a chordal accompaniment	Explore how to build chords on tones I, and IV and V of a major scale  CD2 #12 My Home's in Montana , lesson, listening	Practice playing 2 or 3 chord accompaniments to familiar songs  CD1 #28 He's Got the Whole World in His Hands lesson, playing. v. 4 includes some altered chords	Analyze melody to determine appropriate chord changes in a song  CD2 #14 New River Train		
Beat • Steady beat Meter • Strong and weak beats • Meter in 2, 3, 4 & 6 <div><div><div>2</div><div>♥♥</div><div>■ □</div><div> </div><div>S w</div></div><div><div>3</div><div>♥♥♥</div><div>■ □ □</div><div> </div><div>S w w</div></div><div><div>4</div><div>♥♥♥♥</div><div>■ □ □ □</div><div> </div><div>S w w w</div></div><div><div>6</div><div>♥♥♥♥♥♥</div><div>■ □ □ □ □ □</div><div> </div><div>S w w s w w</div></div></div> • Duple/triple meter • Time signatures 2/4, 3/4 ,4/4, and 6/8 Rhythm • Beat/divided beat • Sound/silence • Rest • Ostinato Various divisions of beat	PLAY Beat: the underlying pulse of music. Meter: patterns of strong and weak beats • duple, triple and mixed meters Rhythm: combinations of long and short, sound or silence	Experience the feeling of beat in a variety of musical styles  CD1 #28 He's Got the Whole World in His Hands , recording, swing  CD1 #29 Hey, Hey Look at Me See recording details, style and culture Experience duple and triple meter by feeling strong/weak beat patterns in groups of 2, 3, 4, 6 and other mixed meters (5/4, 7/8, 12/8 etc.) Experience additional ways to divide the beat into new rhythm patterns of sound and silence Experience repeated and contrasting phrases in various musical styles and organizational forms  Putamayo Kids, <i>American Folk</i> www.putamayo.com	Explore beat in a variety of musical styles Explore combining beats into groupings of 2, 3, 4, 6 and mixed meters using strong and weak beats for emphasis Explore rhythm patterns within metric units of 2, 3, 4, and 6  CD2 #25 Rain, Rain (It's Raining, It's Pouring)  CD2 #37 The Farmer in the Dell See recording details, and piano accompaniment in appendix	Practice beat accuracy vocally or instrumentally Practice playing strong/weak beat patterns in 2, 3, 4, and 6 with body percussion and classroom instruments Practice playing rhythm patterns simultaneously against beat and/or rhythm patterns played by others  CD2 #19 Old Joe Clark lesson, playing, listening  CD2 #50 When Johnny Comes Marching Home Again lesson, playing	Analyze the importance of steady beat in group performance. Analyze strong/weak beat patterns and devise a way to represent the meter (i.e. time signatures) Analyze simple rhythm patterns in meters of 2, 3, 4, and 6 in familiar songs or listening selections  CD2 #2 Little Tom Tinker 6/8 time  CD2 #3 Little Tommy Tinker 4/4/time  CD2 #25 Rain, Rain (It's Raining, It's Pouring)  CD2 #50 When Johnny Comes Marching Home Again lesson, playing	Create/Improvise simple rhythmic phrases over a steady beat Create original rhythms of varying lengths in meters of 2, 3, 4, and 6 Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat	

Sixth - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
Form <ul style="list-style-type: none"> Phrase Combinations of same/different, verse/refrain, introduction interlude,  coda, 1st & 2nd endings, <div> <div>1.</div> <div>2.</div> </div> <div>1st</div> <div>2nd</div> D.C. al fine <div>D.C. al Fine</div> Tempo <ul style="list-style-type: none"> Faster/slower/ variable Dynamics <ul style="list-style-type: none"> Louder/softer/ variable Articulation <ul style="list-style-type: none"> legato: smoothly connected  staccato:  detached, short accent:  increased emphasis on a single tone 	LISTEN Form: how music is organized <ul style="list-style-type: none"> intro, coda, interlude, D.C. al Fine, 1st and 2nd endings theme and variation Expressive Elements Tempo: rate of speed Dynamics: degrees of loud & soft Articulation: legato, staccato, accent Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice Texture: layered combinations (thick or thin) of voices and/or instruments	Experience introductions and endings in written music Experience an awareness and control of expressive elements Experience differences between smooth, detached, and accented notes Experience/identify various vocal and instrumental timbre in live and recorded music  Experience different types of texture and timbre in and live and recorded music <ul style="list-style-type: none"> Monophony (Gregorian chant, melody with no accompaniment) Polyphony (round, partner song, countermelody, fugue) Homophony (pop, country, chorale, hymn, etc.)  CD2 #22 Peace Like a River v.1 1 st phrase monophony v.2 homophony v.3 polyphony, using a countermelody	Explore basic forms in a variety musical style including theme and variation, phrases, verse/refrain, intro, interlude, coda, D.C. al Fine, and 1 st and 2 nd endings  CD#2 #45 Turkey in the Straw lesson, singing, see notation Explore examples of varying tempo, dynamics, legato, staccato, and accent in music Explore the effect of tempo, dynamics, and articulation in live and recorded music Explore the layering of timbres in music to create texture  CD1 #28 He's Got the Whole World in His Hands , lesson, the recording, details Explore combining several simple folk songs, partner songs, and countermelodies to create polyphony  CD2 #34 Skip to My Lou / Sandy Land partner songs	Practice labeling sections of form using icons, alphabet letters A, B, C, visually, or with movement  CD1 #37 I've Been Working on the Railroad lesson, creating Practice singing songs or playing instruments with varying tempo, dynamics, and articulations Practice layering various instruments to accompany a song  CD2 #29 Scotland's Burning lesson, playing Practice identifying how melody, harmony, and vocal and instrumental timbre are used to create texture in various styles of music Build skill in balancing vocal and instrumental timbre in group performance	Analyze patterns and themes found in music by listening for repetition, contrast, and simple variation  CD#2 #37 The Farmer in the Dell lesson, recording details Analyze how changes in tempo, dynamics, and articulation can affect ideas, thoughts and emotions  Putamayo Kids, Folk Playground, www.putamayo.com Analyze timbre as an identifying characteristic of instrumental families (string, woodwind, brass, percussion)	Create a song arrangement with a specific pattern of form  We Come to Greet You in Peace lesson, creating Create expression in music by varying the tempo, dynamics, and articulation Create a melody, and include specific articulation to compliment the style and mood Research the production of sound (vibration and resonation) in voice, band and orchestra instruments Create an original layered texture for a song with instrumentation for the style	Perform with sensitivity to tempo, dynamic contrast, and articulation in the music. Perform a familiar song in different vocal or instrumental styles

Sixth - Page 4		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
Timbre <ul style="list-style-type: none"> Vocal and instrumental Band and orchestra families Balance Vibration/resonation Texture <ul style="list-style-type: none"> Instrumental and vocal Thick,/thin, many few 	<ul style="list-style-type: none"> Monophony: one single melody Polyphony: many melodies at once Homophony: a melody with accompaniment 	 CD2 #29 Scotland's Burning lesson, playing polyphony, ostinato, round  CD1 #4 All Night, All Day/ Swing Low, Sweet Chariot recording includes homophony, homophony, and polyphony	 CD2 #4 London Bridge lesson, singing (see listed partner songs), creating  CD2 #41 This Train / When the Saints  CD1 #4 All Night, All Day/ Swing Low, Sweet Chariot		Analyze how timbre and texture affect musical style  CD1 #28 He's Got the Whole World in His Hands , lesson, the recording details  Putamayo Kids, World Playground, www.putamayo.com		
Icon examples: <ul style="list-style-type: none"> Beat  divided beat                             							

Sixth - Page 5	Resources	Professional Music Teaching Organizations
	<p>State Approved Music Resources K-6: http://www.schools.utah.gov/curr/FineArt</p> <p>  CD1  CD2  SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. </p> <ul style="list-style-type: none"> • Movement CD companion for USOE Songbook • DVD: <i>SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. <p>Approved textbook series:</p> <ul style="list-style-type: none"> • McMILLAN/McGRAW-HILL http://www.mhschool.com/music/student/index.html • PEARSON Ed. PUBLISHING (previously Silver Burdett) www.scottforesman.com 	<p>  UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us </p> <p>  DALCROZE EURYTHMICS, Dalcroze Society of America: http://www.dalcrozeusa.org/home.html </p> <p>  EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx </p> <p>  KODÁLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UOAKS </p> <p>  ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA </p>
Web Links		
<p>  http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc. </p> <p>  http://www.classroomclassics.com CLASSROOM CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs </p> <p>  http://www.putumayo.com/en/putumayo_kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource , examples:       </p> <p>  http://www.sfskids.org/templates/splash.asp SAN FRANCISCO SYMPHONY FOR KIDS: all about the symphony orchestra </p>		